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ABSTRACT

The progress/plans of the University of California (the University), California State University (the State University), and the California community colleges in promoting ethnic awareness are reported. The legislature required each segment to review policies and programs concerning the nature and extent of courses examining the cultural and historical experiences of nonwhite ethnic groups that have been excluded from the core curriculum. The next step was to plan policies and programs for ethnic studies for the associate and bachelor's degree levels. It was found that most campuses offered a variety of courses in ethnic studies and other courses focusing on nonwhite ethnic groups. More than 800 such courses offered by the community colleges in 1983-1984 and more than 1,000 courses offered by the University and the State University dealt with political, economic, social, and cultural conditions, contributions, and problems of the ethnic groups. Educational media included classroom instruction, guest artists and speakers, symposia, film festivals, exhibits, and special observances. Nine State University campuses and 21 community colleges required completion of a course with an ethnic studies focus as a general education graduation requirement. Additional information is provided separately for each segment. The state assembly resolution is appended. (SW)

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SEGMENTAL RESPONSES TO ASSEMBLY CONCURRENT RESOLUTION 71 REGARDING ETHNIC AWARENESS

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***Resolved**, by the Assembly of the State of California, the Senate thereof concurring,* That the Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges review respective system and campus policies and programs concerning the nature and extent of course offerings which examine the cultural and historical experiences of those nonwhite ethnic groups that have traditionally been excluded from the core curriculum; and be it further

Resolved, That the regents, the trustees, and the board of governors consider adoption of additional policies and programs, as necessary, to ensure that all graduates with associate of arts or baccalaureate degrees possess an understanding of the histories, cultures, roles, and contributions of nonwhite ethnic groups in the development of California and the nation; and be it further

Resolved, That the regents, the trustees, and the board of governors consider the fiscal implications of adopting additional policies and programs to promote greater ethnic awareness and understanding, paying particular attention to those campuses which have already implemented additional policies and requirements in this area; and be it further

Resolved, That each segment report on actions taken in response to this resolution to the California Postsecondary Education Commission by January 1, 1985; and be it further

Resolved, That the commission, in turn, submit a consolidated report, in addition to a review and oral comment regarding the report, to the Legislature by April 1, 1985; and be it further

Resolved, That the Chief Clerk of the Assembly transmit a copy of this resolution to the Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges.

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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The California Postsecondary Education Commission was created by the Legislature and the Governor in 1974 as the successor to the California Coordinating Council for Higher Education in order to coordinate and plan for education in California beyond high school. As a state agency, the Commission is responsible for assuring that the State's resources for postsecondary education are utilized effectively and efficiently; for promoting diversity, innovation, and responsiveness to the needs of students and society; and for advising the Legislature and the Governor on statewide educational policy and funding.

The Commission consists of 15 members. Nine represent the general public, with three each appointed by the Speaker of the Assembly, the Senate Rules Committee, and the Governor. The other six represent the major educational systems of the State.

The Commission holds regular public meetings throughout the year at which it takes action on staff studies and adopts positions on legislative proposals affecting postsecondary education. Further information about the Commission, its meetings, its staff, and its other publications may be obtained from the Commission offices at 1020 Twelfth Street, Sacramento, California 95814; telephone (916) 445-7933.

SEGMENTAL RESPONSES TO
ASSEMBLY CONCURRENT RESOLUTION 71
REGARDING ETHNIC AWARENESS

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1020 Twelfth Street, Sacramento, California 95814

Commission Report 85-27

Adopted April 15, 1985

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PART ONE

THE COMMISSION'S CONSOLIDATED REPORT

ORIGINS OF THE REPORT

Assembly Concurrent Resolution 71, adopted by the Legislature in the summer of 1984 and reproduced in the Appendix, requests the Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges:

- to review their policies and programs concerning the nature and extent of courses examining the cultural and historical experiences of those non-white ethnic groups which have been excluded from the core curriculum;
- to consider adopting necessary policies and programs to ensure that all graduates with associate of arts and baccalaureate degrees possess an understanding and awareness of non-white ethnic groups; and
- to file a report with the California Postsecondary Education Commission by January 1, 1985, on actions taken by these governing bodies in response to this measure.

The measure requests that the Commission, in turn, submit a consolidated report, in addition to a review and oral comment regarding the report, to the Legislature by April 1, 1985.

BACKGROUND

Shortly after the passage of ACR 71, each of the three segmental offices took steps toward planning a response. In October, the Commission's Intersegmental Program Review Committee, which includes representatives from all three segments, met with Commission staff to review possible approaches to the project. Since the result was to be a consolidated report, it seemed important to coordinate the gathering of information and to aim for as much uniformity of structure in each of the segmental reports as possible. The Committee considered the kinds of information that would constitute the most appropriate and revealing evidence of segmental and campus efforts to achieve the goal of ACR 71, and it then agreed that each report should contain five distinct categories of facts:

1. A list of official policies, both systemwide and on individual campuses, relating to the goal of increased awareness of ethnic differences and contributions;
2. An inventory of existing courses and programs dealing wholly or in part with the experiences of particular ethnic groups;

3. A description of campus activities, other than formal courses, contributing to student awareness of ethnic distinctions;

4. A discussion of proposed policies, programs, courses, or other actions -- either systemwide or on individual campuses -- designed to promote awareness of ethnic differences and contributions; and

5. An estimate of costs involved in implementing additional policies and programs or, if an accurate assessment of costs could not be supplied, a discussion of the possible fiscal implications of these policies and programs.

SIMILARITIES AND DIFFERENCES AMONG THE THREE SEGMENTS' REPORTS

Parts Two through Four of this document reproduce the text of the segments' reports that they developed in response to Assembly Concurrent Resolution 71. (Not included with these materials are the extensive appendices to each report, which may be obtained from the executive offices of the segments.)

In preparing their reports, the three segments surveyed all of their campuses for information that had to be specially compiled in a relatively short time. Some unevenness in the handling of detail by all 135 campuses was therefore inevitable. A frequent tendency, most evident in the State University report, was for the campuses to list far more courses than were appropriate to the purposes of the Resolution. Otherwise the State University report contains more complete responses in all suggested categories than the other two.

The Community College's Chancellor's Office completed its survey before the intersegmental discussion of categories of information to be included in the report, and its report contains less information on non-classroom activities and future plans than do the other two.

The University of California's report includes a thorough listing of courses from all campuses but little discussion from the two largest campuses -- Berkeley and Los Angeles -- of learning opportunities outside the classroom or of proposed policies and programs.

While none of the University or State University campuses attempted an estimate of costs for additional programs, both segmental reports contain a brief discussion of the fiscal implications of new policies. About three-fourths of the Community Colleges estimated the costs of implementing a mandated course as one possible policy.

Finally, although the University submitted its report to the Commission well after the other segments and after the deadline stated in the Resolution, its report and those of the Community Colleges and the State University reflect a serious effort to respond in good faith to the request of ACR 71.

The next five sections of this consolidated report summarize the three segmental reports in terms of the five categories of information agreed to by the Intersegmental Program Review Committee. The final section contains the Commission's conclusions about the reports.

EXISTING POLICIES ABOUT ETHNIC AWARENESS

Systemwide Policies

University of California: The Regents of the University of California, having delegated authority over courses and the curriculum to the University-wide Academic Senate and the academic senates on each campus, tends not to intervene in policies related to course content or graduation requirements. At present, the University's Academic Senate has specified only two systemwide requirements for graduation -- the Subject A writing requirement and American History and Institutions -- and it allows considerable latitude among the campuses for their implementation. However, in a resolution attached to the University's report (p. 21), the University-wide Academic Senate expressed its intent to insure regular review of courses meeting the American History and Institutions and other general education requirements in order to maintain excellence and variety of subject areas including courses representing the cultural and historical experiences of ethnic minorities.

The governing boards of the California State University and the California Community Colleges have established systemwide regulations that recognize the importance of providing for all students an exposure to the cultural and historical experiences of non-white ethnic groups. Within these two segments, this recognition is expressed in the form of specific requirements for graduation.

The California State University: The Trustees of the California State University have adopted two requirements for the bachelor's degree under which students are reasonably certain to be instructed in the experience and contributions of ethnic groups (1) a course or a demonstrated competence in United States History, Constitution, and American Ideals and (2) completion of at least 40 units of general education-breadth requirements. As codified in Title V of the Administrative Code, these two requirements do not identify ethnic experience as a required subject, but two Executive Orders issued by the Chancellor prescribe minimum subject matter elements to be included in courses or examinations that meet these requirements:

- Executive Order 405 (November 15, 1982) states that to meet the graduation requirement in United States History, Constitution, and American Ideals, instruction must include "the role of major ethnic and social groups" and "the continuity of American experience and its derivation from other cultures" (California State University, 1985, p. 5).

- Executive Order 338 (October 29, 1980) decrees that to meet general education-breadth requirements, courses "should recognize the contributions to knowledge and civilization that have been made by members of various cultural groups and by women" (p. 6).

The Trustees have taken other steps to promote the goal of greater ethnic awareness and understanding on the part of all students. Since 1981, the State University has provided Academic Program Improvement Grants to improve the cross-cultural content of campus curricula. Faculty members on seven different campuses have received grants under this program designed to have a broad impact on the content of courses throughout the curriculum.

California Community Colleges: In 1969, the Community Colleges' Board of Governors adopted a resolution urging colleges to offer instruction in ethnic subjects to all students. This goal was later entered in Title V of the Administrative Code as Section 55806, which requires that ethnic subjects be offered in at least one of the general education requirement areas for the associate degree. In 1976, a further requirement dealing with instruction in social sciences was added to the Code as Section 78202, specifying that this instruction "shall include a study of the role, participation, and contribution of black Americans, American Indians, Mexicans, and persons of oriental extraction, and other ethnic groups to the economic, political, and social development of California and the United States of America." Assuming some degree of compliance with this regulation, most Community College students in associate degree programs will be exposed to instruction touching on these topics.

Campus Policies

Nine of the State University's 19 campuses go beyond their systemwide prescription for course content and specifically require for the bachelor's degree one or more courses on ethnic subjects -- usually to be chosen from a designated list of courses. In addition, two other State University campuses are actively considering such a requirement (California State University, Appendix G, pp. 42-47). Among the 107 Community Colleges, 21 require a course in ethnic studies for the associate degree (California Community Colleges, p. 5).

More commonly, in these two segments and the University of California, courses in ethnic studies help satisfy general education-breadth requirements. For example, in 1983-84, the nine campuses of the University of California offered more than 1,100 ethnic studies courses and other courses with a focus on ethnic groups, over half of which fulfilled breadth requirements for the baccalaureate (University of California, p. 2). Similarly, on all but one campus of the State University, many ethnic studies courses satisfy general education requirements (California State University, Appendix G, pp. 42-47).

The nature and extent of these courses are described in the following section.

EXISTING COURSES AND PROGRAMS

Courses Fulfilling Breadth Requirements

A review of the course lists provided by individual campuses reveals that California's public universities provide a significant number of courses in ethnic subjects that respond to the goal expressed by the Legislature in ACR

71 and that also fulfill general education breadth requirements for degrees. (While the California Community Colleges' report did not include a list by title and number of Community College courses fulfilling general education requirements for associate degrees, the Chancellor's Office has that information on file.)

Nonetheless, a small number of campuses in both the University and State University lack many courses that cover the culture and experiences of non-ethnic minority groups and offer few such courses that fulfill breadth requirements. This latter fact is important because of the greater likelihood that students from non-minority backgrounds will take courses related to the culture and experiences of non-white ethnic minorities when these courses fulfill breadth requirements than when they do not.

University of California: Within the University of California, one campus reported a total of 180 ethnic related courses across 16 subject areas that satisfy general breadth requirements. Another reported 72 such courses covering 13 subject areas. Conversely, one campus, while listing a total of 66 courses, reported that only three of them also fulfill breadth requirements. Still another campus reported 41 courses, none of which fulfill breadth requirements. This same campus, however, is currently considering adding a course in ethnic studies to the requirements for graduation.

The California State University: In the State University, one campus reported as many as 52 "ethnic subject" courses provided under 11 subject areas. The next highest reported numbers were 34 courses in ten areas on one campus and 29 courses in ten areas on another. Several campuses, however, reported as few as eight such courses which also meet breadth requirements, and one campus reported one course (out of the only three reported) which a student could elect to take as a breadth requirement. In addition, three campuses either failed to provide any course listing or did not specify on their lists which courses meet general education breadth requirements.

The courses that focus primarily on the experience of ethnic minorities and also fulfill general education breadth requirements are offered most frequently in the following subject areas and/or disciplines: Anthropology, Afro-American Studies, Ethnic Studies, Chicano/Mexican Studies, Asian-American Studies, Native American Studies, English, History, Linguistics, Music, Geography, Political Science, Education, Government, Philosophy, Sociology, Spanish, Community, and Art.

Degree Programs

In addition to courses offered in a variety of disciplines, another indication of California institutions' commitment to providing opportunities for the study of non-white ethnic minority groups is the number of undergraduate and graduate degree programs in ethnic subject areas. The table on the next page provides a breakdown, by campus and degree level, of these programs.

University of California: Within the University, six campuses offer bachelor's degrees in Mexican-American Studies; five offer these degrees in Afro-American Studies; two offer degrees in American-Indian Studies; and one each offer them in Ethnic Studies, Asian-American Studies, and Third World Studies. Several campuses also offer master's degrees in ethnic fields,

INSTITUTIONS OFFERING DEGREES RELATED TO NON-WHITE ETHNIC GROUPS

	Master	Bachelor	Bachelor Concentration or Minor	Associate	Certificate
UNIVERSITY OF CALIFORNIA				CALIFORNIA COMMUNITY COLLEGES	
Afro-American Studies	Los Angeles	Berkeley Davis Los Angeles Riverside Santa Barbara		Ethnic Studies	
American Indian Cultural Studies	Los Angeles	Berkeley Davis		Alameda Antelope Valley Bakersfield Cerritos Chabot Citrus San Francisco Contra Costa Cypress De Anza Diablo Valley Evergreen Valley Fresno Fullerton Grossmont Imperial Valley Laney Los Angeles City Los Angeles Harbor Los Angeles Mission Los Angeles Valley Marin Mendocino Merritt Monterey Moorpark Mt. San Antonio Ohlone Palomar Pasadena Rio Honda Sacramento San Diego City San Diego Mesa San Diego Miramar San Joaquin Delta San Jose San Mateo Santa Ana Santa Barbara Santa Monica Santa Rosa Solano Southwestern Ventura Yuba	Foothill Laney Ohlone San Bernardino San Joaquin Delta Solano
Asian-American Cultural Studies	Los Angeles	Berkeley	Los Angeles		
Ethnic Studies		Berkeley			
Mexican-American Cultural Studies		Berkeley Davis Los Angeles Riverside San Diego Santa Barbara			
Third World Studies		San Diego			
THE CALIFORNIA STATE UNIVERSITY					
Afro-American Studies		Dominguez Hills Hayward Long Beach Los Angeles Northridge San Diego San Francisco San Jose Sonoma	Fullerton Sacramento San Bernardino		
Ethnic Studies		Chico Fullerton Sacramento	Northridge		
Mexican-American Cultural Studies	Los Angeles Northridge San Jose	Dominguez Hills Long Beach Los Angeles San Diego San Francisco Sonoma Hayward	Fullerton Sacramento San Bernardino		

Source: Postsecondary Education Commission staff summary from the segmental reports.

including one in Afro-American, one in Asian-American, and another in American-Indian Studies. Finally, one campus offers the only Ph.D. degree in the State and one of the few in the nation in Ethnic Studies. A complete listing of degree programs appears on page 14.

The California State University: Nine of the 19 State University campuses offer baccalaureate degrees in Afro-American Studies; eight in Mexican-American Studies; and three in Ethnic Studies. Three campuses also award master's degrees in Mexican-American Studies.

California Community Colleges: Forty-eight of the 107 California Community Colleges offer an associate degree in Ethnic Studies, and six offer non-degree certificate programs.

PROGRAMS AND ACTIVITIES OUTSIDE THE CLASSROOM

In addition to formal instruction in ethnic subjects, campuses in all three segments sponsor a wide range of non-classroom activities designed to increase students' awareness and understanding of cultural distinctions. These programs and events, often as instructive and illuminating as formal classes, include art exhibits, theatrical productions, lectures by guest speakers, music and dance programs, film festivals, and symposia.

In addition, a majority of campuses officially observe a series of annual occasions that call attention to the history and contributions of ethic groups. The Education Code requires special observances in all Community Colleges of Black-American Day and Martin Luther King's Birthday (Sections 79027, 79027.5). Many Community Colleges and most of the University and State University campuses also recognize Black History Month. Almost all campuses observe Cinco de Mayo and many sponsor special activities during American Indian Days, Asian Cultural Week, or similarly designated occasions.

Moreover, officially recognized organizations for minority students exist on most campuses, and the activities of these groups help foster a broader understanding of ethnic distinctions. One of the smaller University campuses has 18 such student organizations (University of California, p. 8). On several campuses, a minority student newspaper allows for a sharing of perspectives. On others, multi-ethnic student residence halls, cultural centers, and exchange programs contribute to the interaction of students representing various cultural traditions.

All such activities listed in the campus responses of the segmental reports contribute immeasurably to the learning environment of the campuses. A review of opportunities provided throughout the systems should inspire individual campuses to expand the range of their own activities, especially since these can often be made available at modest cost.

PROPOSED POLICIES, PROGRAMS, COURSES, AND OTHER ACTIVITIES

University of California: Reaffirming its commitment to the goal of having all University of California students benefit from classroom instruction in the experience of minority groups, the University's Academic Senate at its meeting in February, 1985, passed a resolution stating that "the University Committee on Educational Policy will ensure regular review of courses meeting both the American History and Institutions requirement and general breadth requirements," and that this Committee "will continue, as always, to focus on maintaining the excellence and variety of subject areas accessible to the student as breadth and elective courses to serve as the foundation for lifelong learning, including courses representing the cultural and historical experience of ethnic minorities" (University of California, p. 2).

Several University campuses are already reviewing their own general education-breadth requirements with a view toward increasing the cultural diversity of

their content. One campus is also considering the possible establishment of an ethnic studies department. Apart from attention to minority groups in regularly scheduled courses, one campus will sponsor a major workshop on cultural awareness for student leaders patterned on a successful similar program last year. Another has plans to expand the collection and activities of its American Indian Studies Center, and most campuses report research projects on ethnic subjects, the results of which may eventually become part of the instructional materials used in the classroom (p. 9).

The California State University: The State University has concluded that no new Trustee policies or procedures are now needed in the area of ethnic awareness. According to its report, existing requirements designed to insure that every graduate will have had an exposure to multi-ethnic realities, contributions, and perspectives are understood and conscientiously implemented throughout the system. In addition, by grant programs and other means, all campuses have been encouraged to consider ways to introduce cross-cultural perspectives into courses in all disciplines (p. 16).

Nonetheless, a number of individual campuses of the State University are considering changes in their ethnic awareness policies and programs. At least three campuses report the possible addition of a requirement that all students enroll in a course focusing on a minority racial or ethnic group. Several others are planning more courses in ethnic subjects to satisfy general education requirements. At least three others are involved in "mainstreaming" projects seeking to incorporate multi-ethnic perspectives into courses in all subjects (Appendix L, pp. 84-90). And the State University expects that campus reviews of the variety of efforts listed in its report will lead to the adoption of further programs and activities on some campuses (p. 17).

California Community Colleges: At its meeting this past January the Board of Governors of the Community Colleges adopted a policy statement in response to ACR 71 that pledges it will "maintain minimum requirements and exercise leadership by sharing exemplary practices with all colleges and encouraging local boards to consider adopting new or additional policies" (California Community Colleges, p. 12).

A majority of Community Colleges reported that no additional policies, beyond complying with the statewide requirements in Title V, are under consideration at the present time (p. 10).

FISCAL IMPLICATIONS OF PROPOSED CHANGES

University of California: In its report, the University concludes that, for a variety of reasons, estimating the costs of possible changes in policies or programs is not feasible (p. 20).

The California State University: The State University also concludes that in the absence of a clear need for specific new policies or programs, it is virtually impossible to assess the fiscal implication of adopting new policies. However, it reports that if some campuses decide to implement policies and activities already in effect on other campuses, they can probably do so

within the basic budget as the other campuses have, perhaps at the cost of deferring opportunities in some other area (California State University, pp. 1718).

California Community Colleges: The Community Colleges' survey asked all colleges to estimate the costs of implementing new or additional policies, which most colleges interpreted to mean offering a required course. Roughly one-third of the campuses felt that the costs would be negligible or moderate; 13 indicated that the costs would be significant; and 25 either did not respond or could not estimate costs. A number of these latter colleges indicated that under present circumstances, they could offer required courses in ethnic studies only if other existing courses were canceled.

CONCLUSIONS

Based on the reports submitted by the segments in response to Assembly Concurrent Resolution 71, the Commission concludes:

1. Most campuses in the University of California, the California State University, and the California Community Colleges offer a varied array of courses in ethnic studies and other courses with a focus on non-white ethnic groups. More than 1,000 such courses were offered systemwide by both the University and State University in 1983-84, and over 800 were listed by Community Colleges. The courses deal with all aspects of the experience of individual ethnic groups, including their political, economic, social, and cultural conditions, contributions, and problems.

2. In addition to formal classroom instruction, most campuses provide a wide range of educational opportunities for all students to learn about the distinctive characteristics and contributions of ethnic minorities. These include guest artists and speakers, symposia, film festivals, art exhibits, library displays, and special annual observances of Black History Month, Cinco de Mayo, American Indian Days, and other occasions.

3. Nine campuses of the State University and 21 Community Colleges currently require completion of a course with an ethnic studies focus as one of their general education requirements for graduation. All other campuses in the three public segments offer at least one course with a non-white ethnic focus -- and in several cases, 50 to 100 such courses -- that fulfills general education-breadth requirements and can be taken for elective credit. While this provision does not guarantee that all students will receive classroom instruction in the history and culture of a non-white ethnic group, it affords a reasonable opportunity, if not an inducement, for all students to benefit from such instruction.

4. Although a majority of campuses offer an impressive variety of courses on ethnic subjects, a few do not appear to provide the same range of curricular opportunities. As these few campuses compare their own situation with those of others, they should recognize that their own practices and procedures fall short of the standards set by most institutions and take steps to increase opportunities for instructional exposure.

5. Results of the segments' surveys of proposed policies and actions on individual campuses throughout the State reveals general campus awareness of the issues expressed in ACR 71. Some campuses are actively considering joining those who already require a course in the experience of an ethnic group as one of the general education requirements for graduation. Others are adding additional ethnic studies courses to those eligible for general education credit. Still others are revising individual courses and programs to incorporate a minority perspective or to achieve a more balanced treatment of the minority experience. Because of the variety of actions under consideration and the diversity of circumstances among the campuses, no segment felt it possible to arrive at an estimate of costs of implementing these proposals. Nonetheless, individual Community Colleges estimated that the cost of requiring a course in ethnic studies for graduation would range from negligible on some campuses to extensive on others.

6. The goal of fostering in all students a heightened awareness and understanding of the historical and cultural experience of ethnic minorities is shared by the governing boards of all three public segments. Because the goal involves perceptions, attitudes, and sensitivities as much as it does factual information, the effectiveness of various means of achieving it is difficult to measure. In considering ways to increase their efforts, all three segments plan to work through established requirements rather than impose new ones. Therefore, the required courses on American History and Institutions in the University, the State University's course on United States History, Constitution and American Ideals, and the courses in all three segments that satisfy general education-breadth requirements will be regularly reviewed to insure that they devote proper attention to the experiences and contributions of ethnic minorities.

PART TWO

Office of the President
February, 1985

REPORT ON PROGRAMS AND COURSES WITHIN THE UNIVERSITY OF CALIFORNIA RELATED TO ETHNIC GROUPS IN RESPONSE TO ACR 71

INTRODUCTION

ACR 71 requests The Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges to review their policies and programs concerning the nature and extent of courses examining the cultural and historical experiences of those nonwhite ethnic groups which have been excluded from the core curriculum; to consider adopting necessary policies and programs to ensure that all graduates with associate of arts and baccalaureate degrees possess an understanding and awareness of nonwhite ethnic groups; and to file a report with the California Postsecondary Education Commission by January 1, 1985, on actions taken by these governing bodies in response to this measure. This measure also requests the Commission to submit a report in addition to a review and oral comment regarding the report, to the Legislature by April 1, 1985.

The Regents have delegated authority over matters related to academic courses and curriculum to the university-wide Academic Senate and the campus Academic Senates. Therefore, this report represents a review of the campuses' existing programs, courses and activities related to ethnic studies and ethnic groups. In addition to this report, the University Academic Senate Committee on Educational Policy (UCEP) has prepared a separate statement and resolution on the educational policy questions raised by ACR 71. The statement and resolution were presented to and approved by the Academic Council at their February 13, 1985 meeting. A copy of this report and the Academic Council's approved resolution will be presented to The Regents as an information item at their March 14, 1985 meeting.

For purposes of this report, the University of California assumes that "ethnic" groups and "ethnic" studies refer to Afro-Americans, Asian Americans, Chicanos and other Hispanics, and Native Americans.

IMPORTANCE OF ETHNIC STUDIES AT THE UNIVERSITY OF CALIFORNIA

The University demonstrates its awareness of the importance of cultural and historical aspects of different ethnic and racial groups through a variety of activities, course offerings, degree programs, and departments. All the campuses offer courses in ethnic studies and seven have degree programs in ethnic studies, recognizing this to be an important and popular academic field. They offer a rich array of courses (more than 400 in 1983-84) which focus on the history, culture and contributions of ethnic minorities. Courses at the campuses that provide insight and knowledge about ethnic minorities are not only given by the ethnic studies departments, but are also found in many other departments. In these courses, which range widely across disciplines, students confront the issues of racial and ethnic stereotyping, ethnocentricity, and related matters. No single discipline or set of disciplines holds a monopoly in these areas. Courses in anthropology,

sociology, literature, history, political science, music, and economics, to name only a few disciplines, are deeply involved with questions raised by race and ethnicity within the context of the development of the United States and California. More than 700 of these courses were offered by the University in 1983-84.

Students are encouraged to enroll in ethnic studies courses and in courses in other department focusing on ethnic groups, since such courses are allowed to fulfill various breadth requirements. For example, in 1983-84 more than 1,100 ethnic studies courses and other courses with a focus on ethnic groups were offered by the University, and more than half were allowed to satisfy breadth requirements. Such courses are well attended and the majority of students taking these courses do so to satisfy breadth requirements, or as electives, rather than to complete a major. As an example of their popularity, in 1983-84 over 10,000 students at Los Angeles, and over 4,000 students at both Berkeley and Santa Barbara enrolled in courses within their ethnic minority programs (i.e., Afro-American Studies, Chicano Studies, Native American Studies, and Asian-American Studies) and in other courses with a focus on ethnic groups from traditional departments. Davis enrolled more than 1,000 students in 1983-84 in the same types of courses; Riverside and Irvine enrolled more than 800 students during the same year. At San Diego, where the Third College requires one course from third world studies for the breadth requirement, about 2,500 students were enrolled in courses related to ethnic groups in 1983-84. Although a health science campus, San Francisco offers an array of courses which provide insight and knowledge about ethnic groups (e.g., International and Cross-Cultural Nursing); over 500 students enrolled in these courses in 1983-84.

At the Irvine campus, the Academic Senate has specifically called for proposals from the faculty for "Cultural Diversity Studies Research Grants," and the Office of Undergraduate Studies has requested proposals for the integration of culturally diverse materials into curricular offerings. While at Santa Cruz, the Divisional Academic Senate will consider a proposal in February 1985 to designate ethnic studies courses that will be allowed to satisfy breadth requirements.

The importance of ethnic studies within the University was confirmed by the Academic Senate in the following resolution which was approved at its February 13, 1985 meeting:

NOW THEREFORE BE IT RESOLVED

THAT the University Committee on Educational Policy will ensure regular review of courses meeting both the American History and Institutions requirement and general breadth requirements, and

THAT the University Committee on Educational Policy will continue, as always, to focus on maintaining the excellence and the variety of subject areas accessible to the Student as breadth and elective courses, to serve as the foundation for lifelong learning, including courses representing the cultural and historical experiences of ethnic minorities.

For the Senate's full report, see Attachment 1.

ETHNIC STUDIES AND BREADTH REQUIREMENTS

The assumption behind breadth requirements is that it is essential for students to be provided with a body of knowledge of general intellectual value that will give the student a broad cultural base and essential reasoning skills, and will enable the student to function as a productive citizen. The faculty set forth the broad goals they regard as important for the graduates of their schools and colleges. These are areas of knowledge and diverse ways of understanding thought and experience, not subjects or courses. Breadth requirements, often referred to as general educational requirements, are designed to assure: an ability to write clearly and effectively and to understand relatively sophisticated texts; achievement of mathematical literacy and quantitative reasoning skills; and understanding of broad academic areas of natural science, social sciences and humanities.

General education and breadth requirements in the University of California are established on the basis of two of the University's most important academic planning principles--quality and diversity of program offerings among the campuses and within a campus. Diversification within a campus and across all campuses is important and is encouraged within the University so that students may have a broad choice of program emphases and instructional modes. Therefore, with the exceptions of Subject A writing requirement and the American History and Institutions requirement, the University of California does not mandate specific graduation requirements. Breadth requirements and major requirements vary from campus to campus and among colleges on the same campus. It is essential that the faculty, through its various Academic Senate Committees, have the flexibility to establish the standards and the means for fulfilling those standards that are appropriate for their students. In most cases, colleges establish a list of appropriate courses that can satisfy their breadth requirements. The faculty establish their list to insure that an undergraduate education provides all students with appropriate skills and knowledge as well as assuring that students have the freedom to choose courses and fields that are of interest to them.

Nonetheless, on every campus of the University, students may satisfy general breadth requirements through courses either specifically or generally designed to consider matters of race and/or ethnicity. As noted earlier, more than half of these courses are allowed to satisfy breadth requirements. On some campuses, breadth requirements specify courses in ethnic studies or foreign areas, and on all campuses breadth requirements make it unlikely that a student will graduate without coming to grips with racial/ethnic issues in some serious fashion. During 1984-85, UCEP invested considerable efforts in considering the issue of general breadth requirements, as reported to The Regents in "General Education in the University of California," July, 1984 (Attachment 2). As the report makes clear, the various campuses of the University are actively involved in efforts to improve undergraduate education in general within the University through the strengthening of breadth requirements.

STATUS OF ETHNIC STUDIES AT UC CAMPUSES

In order to gather the information needed to prepare this report and for the Academic Senate to take appropriate action, each campus was polled in an effort to determine current campus activities related to providing University students an understanding and awareness of ethnic groups. Each campus was asked to provide the following:

A list of ethnic studies degree programs and courses offered and an indication of which of these courses can be used to fulfill breadth requirements;

number of majors enrolled in ethnic studies degree programs and enrollments in ethnic studies courses for 1982-83 and 1983-84, and for Fall 1984;

similar information on courses not formally designated as ethnic studies courses, but offered by traditional departments, which provide insight and knowledge about ethnic groups;

a list of ethnic cultural centers, special exhibits, exchange programs, research projects, Organized Research Units, and other activities which contribute to a greater understanding and awareness of ethnic groups;

if available, any proposed plans, programs, courses, or other activities the campus has to further awareness of ethnic groups.

The campuses' detailed responses are attached to this report (Attachment 3). A summary of their information is presented below:

Degree Programs, Course Offerings, and Enrollments

The University offers 23 degree programs related to ethnic groups (17 B.A.'s, 4 M.A.'s, 1 Ph.D. in Ethnic Studies and 1 Ph.D. in Comparative Culture) at seven of its campuses, as shown in the table below:

TABLE 1

ETHNIC STUDIES DEGREE PROGRAMS
AT THE UNIVERSITY OF CALIFORNIA: 1983-84

PROGRAM	UCB	UCD	UCI	UCLA	UCR	UCSD	UCSB
Afro-American Studies	BA	BA		BA/MA	BA		BA
Asian-American Studies	BA			MA			
Chicano Studies	BA	BA		BA	BA	BA	BA
Native-American Studies	BA	BA		MA			
Ethnic Studies	BA,MA,PhD						
Comparative Culture*			BA,PhD				
Third World Studies						BA	

*The Comparative Culture curriculum is Irvine's designated Ethnic Studies degree program.

The recently-approved Ph.D.in Ethnic Studies at Berkeley is the only doctoral program in ethnic studies in the country. By 1990, according to population projections, a majority of the people of California will be Asian, Black, Chicano, and Native American. This program therefore provides the University with the timely opportunity to advance research and knowledge of this growing population group in our state and to provide national leadership for higher education in ethnic studies. Although San Francisco and Santa Cruz don't have degree programs in ethnic studies, both campuses do offer a broad range of courses which provide insight and knowledge about ethnic groups. In 1983-84, San Francisco offered 33 of these courses with enrollments exceeding 500, and Santa Cruz offered 40, with more than 650 students enrolled.

As shown below, the University currently offers more than 400 courses in ethnic studies programs. The campuses recognize ethnic studies to be an important and popular academic field and encourage students to enroll in these courses since more than 300 of them (74%) are allowed to satisfy breadth requirements.

TABLE 2

COURSES OFFERED IN ETHNIC STUDIES PROGRAMS
AT THE UNIVERSITY OF CALIFORNIA: 1983-84

CAMPUS	NO. OF COURSES	SATISFY BREADTH REQUIREMENTS
Berkeley	174	140
Davis	48	44
Irvine	37*	3*
Los Angeles	35	8
Riverside	42	42
San Diego	24	19
Santa Barbara	95	80
TOTAL	455	336

* Most of these courses are upper division. At Irvine, generally only lower division courses satisfy breadth requirements.

The following table shows the number of courses not formally designated as ethnic studies courses, but offered by traditional departments at the campuses, which provide insight and knowledge about ethnic groups. As shown below, the University offers 667 of these courses, of which 293 (44%) are allowed to satisfy breadth requirements.

TABLE 3

COURSES NOT DESIGNATED AS ETHNIC STUDIES BUT WHICH PROVIDE A FOCUS ON ETHNIC GROUPS OFFERED AT THE UNIVERSITY OF CALIFORNIA : 1983-84

CAMPUS	NO. OF COURSES	SATISFY BREADTH REQUIREMENTS
Berkeley	22	22
Davis	31	31
Irvine	29*	*
Los Angeles	333	86
Riverside	19	19
San Francisco	33**	**
San Diego	65	55
Santa Barbara	95	80
Santa Cruz	40	***
TOTAL	667	293

* Most of these courses are upper division. At Irvine, generally only lower division courses satisfy breadth requirements.

** Includes professional, graduate academic, and post doctoral courses; these do not satisfy breadth requirement.

*** The Divisional Academic Senate will consider a proposal in February 1985 to designate ethnic studies courses that will satisfy breadth requirements.

Ethnic studies courses and other courses with a focus on ethnic groups are well attended in the University. The majority of students taking these courses do so to satisfy breadth requirements or take them as electives rather than to complete a major. For example, in 1983-84 there were 209 majors in all ethnic studies degree programs in the University, and yet the enrollments in ethnic studies courses reached 9,200, and enrollments in other courses with a focus on ethnic groups were as high as 17,950.

TABLE 4

ENROLLMENTS IN COURSES OFFERED IN ETHNIC STUDIES PROGRAMS AND OTHER COURSES WITH A FOCUS ON ETHNIC GROUPS OFFERED AT THE UNIVERSITY OF CALIFORNIA: 1983-84

CAMPUS	ETHNIC STUDIES MAJORS (FALL 1984)	ETHNIC STUDIES ENROLLMENTS	ENROLLMENTS IN COURSES RELATED TO ETHNIC STUDIES
Berkeley	66	3,964	465
Davis	8	1,108	379
Irvine	46	399	448
Los Angeles	47	805	10,146
Riverside	14	419	436
San Francisco	-	-	510
San Diego	11	684	1,759
Santa Barbara	17	1,821	3,156
Santa Cruz	-	-	652
TOTAL	209	9,200	17,951

Activities Related to Ethnic Groups

All of the campuses sponsor various cultural centers, special exhibits, exchange programs, research projects, Organized Research Units, and other activities which contribute to a greater understanding and awareness of ethnic groups. Examples of these activities are summarized below:

° BERKELEY has a Chicano Art Center and has sponsored Native American Exhibits at the Lowie Museum. The campus also has an Organized Research Unit and several research projects which address issue of ethnic groups.

° DAVIS has a Multi-Ethnic Program in the student residence halls which provides students of different ethnic backgrounds with the opportunity to live and learn together. The campus also hosts annual cultural programs on various ethnic groups which attract both on-and off-campus participants. Several research projects at Davis focus on issues concerning ethnic groups.

° IRVINE has several research programs which advance knowledge about various

ethnic groups, and two economic opportunity programs which assist ethnic minorities to achieve their goals and earn their degrees. The campus also hosts cultural programs on minorities through its Arts and Lectures program and its Chicano Literary Contest.

° LOS ANGELES has four ethnic studies centers (American Indian Studies Center, Chicano Studies Research Center, Center for Afro-American Studies, and Asian-American Studies Center) which coordinate education and research and sponsor programs and activities on these ethnic groups, and encourage the development of new courses and research projects on ethnic minorities. The Centers also provide a forum for debate , exchange of ideas and social interaction on ethnic groups.

° RIVERSIDE sponsors various programs and activities that contribute toward enhancing cultural awareness of Blacks and Chicanos both on and off-campus. Examples include Annual Black History month, a Black theater group, special clubs, peer counseling and tutoring, Cinco de Mayo Celebration, Dia Dela Raza, and Community College Day. The UC-MEXUS program, an all UC Consortium on Mexico and the U.S., is headquartered at Riverside.

° SAN DIEGO has two Organized Research Units and at least 14 research projects which address an array of social, economic and cultural issues of ethnic groups, in addition to activities devoted to the Cinco de Mayo celebration and to observance of Martin Luther King's Birthday.

° SAN FRANCISCO participates in and directly provides a wide variety of special exhibits, exchange programs, public service programs, activities, research projects, and organizations which contribute to a greater understanding and awareness of ethnic groups. A few examples include a research project on the cross cultural distinctions, research projects, a clinical programs in Central and South America and Africa, a health conference sponsored by UCSF and Chicanos in Health Education, and Black Health Education Day to inform students of educational are career opportunities in the health sciences.

° SANTA BARBARA has the Center for Black Studies (which devotes its efforts to activities related to faculty development, community support, and academic research) and the Center for Chicano Studies (which constitutes an umbrella-type organization that supports and promotes research on the Chicano population, provides resources and opportunities to students to obtain research experience, and provides public service programs to the Chicano community). The campus also sponsors special exhibits, exchange programs, research projects, and other activities, all of which enhance our understanding of ethnic groups and their contributions to society.

° SANTA CRUZ currently has eighteen student organizations which cater to the special interests of ethnic minority students. With the funds they receive from a number of campus sources, they sponsor a number of cultural activities which promote a greater awareness of the diversity of peoples and cultures in California.

Proposed Plans to Further Awareness of Ethnic Groups

Examples of proposed plans, programs, and other activities the campuses have

to further awareness of ethnic groups are summarized below:

° In the Spring of 1984, Davis conducted a major workshop on cultural awareness for student leaders under the direction of the Vice Chancellor of Student Affairs. The campus plans to conduct a similar program in 1985.

° At Irvine, the Academic Senate will be making funds available to faculty for research projects and research-related travel in Cultural Diversity studies to raise the level of culturally diverse learning materials utilized in classroom instruction; the Office of Undergraduate Students is asking for faculty proposals to intergrate culturally diverse material into curricula; and as part of the Irvine Five-Year Student Affirmative Action Plan, an array of activities have been planned for ethnic minorities.

° One of the long-range goals of the American Indian Studies Center at Los Angeles will be the collection, housing, dissemination, and publication of accurate information about the American Indian. The other three ethnic group centers at Los Angeles will continue their efforts to assist ethnic minority students and to provide information for further awareness of ethnic groups.

° Riverside's principal thrust in the next year will include a commitment toward support of the UC Consortium on Mexico and the U.S., for which the campus acts on the administrative headquarters, and continued efforts toward possible development of an Ethnic Studies Department which would house the existing ethnic studies programs and possibly other minority study programs.

° At San Diego, in addition to existing breadth requirements in the Third College, students in this College will be expected to complete an appropriate upper division culture course, effective Fall 1985. Many of the courses which will be allowed to satisfy this breadth requirement are ethnic studies courses or courses in other departments that provide information on ethnic groups.

° Some of the planned projects, programs and other activities San Francisco has for further awareness of ethnic groups include a School of Nursing recruitment and retention faculty development program which includes ethnic groups, expanded recruitment activities in the School of Nursing to include Community College Nursing Programs with large ethnic student enrollment, a Summer Outreach Program which utilizes new ethnic associate degree nurse graduates, and a research project in the interaction of patients' cultural backgrounds and their acceptance of various aspects of psychiatric treatment.

° At Santa Barbara, the General Education requirements for the B.A. and B.S. in the College of Letters and Sciences are currently under review for 1985-86 and include courses addressing ethnic groups. In the future, the campus Affirmative Action Office will continue to support the Visiting Lectures Programs in the Center for Black Studies and the Center for Chicano Studies. These programs expose students to ethnic role models and also address contemporary ethnic issues that affect the campus community. New courses in the Departments of Black Studies and Chicano Studies are expected to be implemented in the future.

° Santa Cruz has sponsored a number of ethnic minority speakers and performers under the aegis of the Committee on Arts and Lectures and the various colleges and will continue to do so in the future.

Fiscal Implications of Proposed Policies or Programs

As explained earlier, the importance of ethnic studies in the University was confirmed by the University-wide Academic Senate when it approved a resolution which states in part that the University Committee on Educational Policy will continue to insure that a variety of subject areas will be maintained on every campus which are accessible to students as breadth and elective courses, including courses representing the cultural and historical experiences of minorities. Although, within the University system, the various courses and subject areas differ from campus to campus, the Academic Senate does not see a need for specific new policies on ethnic studies or University-wide course or program requirements in this area. Therefore, the costs of implementing this resolution do not seem to be relevant. More significant is the Senate's commitment to continue to insure that courses on ethnic minorities for both electives and breadth requirements, will continue to be available to all UC students.

At the campus level, there was no indication that any of the proposed plans, programs or other activities related to ethnic groups were of such a magnitude that they would require major additional resources. Furthermore, the proposed plans and programs reported by the campuses reflect for the most part a continuation of existing activities related to ethnic groups, and these will be funded within existing campus budgets. Therefore, determining the fiscal implications of proposed policies or programs is immaterial. Again, the issue is not one of assessing fiscal implications of proposed plans and programs related to ethnic groups. More important is the continuing commitments of the campuses' to further awareness of ethnic groups.

Attachment 1

Approved by the Academic Council
February 13, 1985

University Committee on Educational Policy Response to Assembly Concurrent Resolution 71 - Ethnic Studies

The faculty of the University of California is very much aware of the importance of exposing UC students to the cultural and historical experiences of the diverse ethnic groups constituting California's population. In courses ranging widely across disciplines, students confront the issues of ethnic stereotyping, ethnocentricity, and related matters. No single discipline or set of disciplines holds a monopoly in these areas; courses in sociology, literature, history, political science, and economics, to name only a few, are deeply involved with questions raised by ethnicity within the context of the development of the United States and California. Each general campus of the University demonstrates its awareness of the importance of cultural and historical aspects of different ethnic groups through a variety of activities, course offerings, programs, and departments.

Every general campus contains an ethnic studies program or programs, and all offer a rich array of courses which focus on the history, culture and contributions of ethnic minorities. Most of these courses are accessible to all students and serve to meet breadth requirements. At the Irvine campus the Academic Senate has specifically called for proposals from the faculty for "Cultural Diversity Studies Research Grants," and the Office of Undergraduate Studies calls for proposals for the integration of culturally diverse materials into curricular offerings. UCLA and Berkeley each report more than 5,000 students enrolled annually in courses listed by their ethnic minority programs (i.e., Afro-American Studies, Chicano Studies, Group Major in Ethnic Studies). The San Diego campus reports its Third College requires one course from Third World Studies for the breadth requirement. Although a health science campus, San Francisco offers an array of courses which provide insight and knowledge about ethnic groups (e.g., International and Cross-Cultural Nursing).

On every campus, students may satisfy general breadth requirements through courses either specifically or generally designed to consider matters of ethnicity. On some campuses, breadth requirements specify courses in ethnic studies or foreign areas, and on all campuses breadth requirements make it unlikely that a student will graduate without coming to grips with ethnic issues in some serious fashion. Would it therefore be a good idea to impose this on all the campuses as a centralized requirement? Historically, doing so would constitute a sharp change of policy. That is, with the exceptions of the Subject A writing requirement (which assures some minimal competency with written English), and the American History and Institutions requirement (which most students satisfy before entering UC), the University of California does not mandate specific graduation requirements. The UCEP has invested considerable effort recently in considering the issue of general breadth requirements, as reported to The Regents in "General Education in the University of California," July, 1984. As the report makes clear, the various

campuses of the University are actively involved in efforts to improve undergraduate education in general within the University through the strengthening of breadth requirements.

Yet, the diversity of educational requirements, programs, and capabilities within each of the general campuses is quite staggering. For instance, science and engineering impose substantial pressure on their serious students to devote every possible energy to specialized training in their fields. On the other hand, there is an inherent need for considerably greater breadth of knowledge among students in the humanities, business management, and social sciences. Also, the differences among student backgrounds is of course enormous. Overall therefore, UCEP thinks ensuring that each graduate "possess an understanding of the histories, cultures, roles, and contributions of ethnic groups in the development of California and the nation" requires decisions that are best made on each campus.

In today's world, it is impossible to obtain agreement on any one body of knowledge which every educated person should possess, much less cover the full range of this in the crowded course of an undergraduate education. Consequently, general education courses most appropriately develop advanced learning skills, and introduce interdisciplinary perspectives, which can be applied to complex topics and areas in an integrative method for understanding. As the above report notes, "...intellectual growth is asserted as the primary goal of general education; and the development of intellectual skills and understanding, rather than exposure to a common core of subject matter, is seen as the way to approach that goal." The application of this intellectual ability will enable the student to make the interdisciplinary linkages which are necessary to motivate the student to lifelong learning.

Specific subject areas and topics of the fullest possible range must be available on each campus. The Committee on Educational Policy of each campus must be actively seeking, considering, reviewing, and assisting the development and strengthening of newly-recognized programs, research units, and courses of study.

In pursuit of this, we therefore propose the following resolution:

NOW THEREFORE BE IT RESOLVED

THAT the University Committee on Educational Policy will ensure regular review of courses meeting both the American History and Institutions requirement and general breadth requirements, and

THAT the University Committee on Educational Policy will continue, as always, to focus on maintaining the excellence and the variety of subject areas accessible to the student as breadth and elective courses, to serve as the foundation for lifelong learning, including courses representing the cultural and historical experiences of ethnic minorities.

PART THREE

RESPONSE TO ASSEMBLY CONCURRENT RESOLUTION 71

BY THE CALIFORNIA STATE UNIVERSITY

Introduction

In the summer of 1984, the State Legislature adopted Assembly Concurrent Resolution Number 71 (Hughes). The topic of the resolution relates to postsecondary education awareness of non-white ethnic groups. The resolution (a copy of which is attached as Appendix A) requires the Board of Trustees of the California State University to:

> review respective system and campus policies and programs concerning the nature and extent of course offerings which examine the cultural and historical experiences of those non-white ethnic groups that have traditionally been excluded from the core curriculum;
>
> consider adoption of additional policies and programs, as necessary, to ensure that all graduates with associate of arts or baccalaureate degrees possess an understanding of the histories, cultures, roles, and contributions of non-white ethnic groups in the development of California and the nation;
>
> consider the fiscal implications of adopting additional policies and programs to promote greater ethnic awareness and understanding, paying particular attention to those

campuses which have already implemented additional policies and requirements in this area;

report on actions taken in response to this resolution to the California Postsecondary Education Commission....

This report was prepared in compliance with the resolution. Section II reports on the actions taken in response to Assembly Concurrent Resolution Number 71; section III reviews system and campus policies and programs dealing with the cultural and historical experiences of ethnic groups; section IV indicates the CSU assessment of need for new policies and programs and comments on the fiscal implications of adopting additional policies and programs to promote greater ethnic awareness and understanding; and section V is a brief conclusion. Appendices A through X contain supporting documentation.

Action Taken in Response to ACR 71

Upon the passage of ACR 71, the Chancellor's Office undertook a review of policies of relevance to the Resolution's concerns, reviewed Title 5 and CSU policies, and reviewed a report prepared earlier in response to a Legislative Inquiry (Response to Legislative Inquiry on Ethnic and Women's Studies Programs in The California State University, Division of Educational Programs and Resources, Office of the Chancellor, May 10, 1984).

Academic Senate Chair John W. Bedell was consulted and with his assistance a draft survey instrument to solicit necessary information from campuses was designed.

Discussion of the Resolution and the draft survey instrument took place among the campus Vice Presidents for Academic Affairs on October 5, 1984.

On October 12, 1984, a meeting of interested parties from the California Postsecondary Education Commission, the University of California, the California State University, and the California Community Colleges permitted discussion of the general approach to be followed and led to further refinement of the draft survey instrument.

Consultation with the California State University Academic Senate Academic Affairs Committee took place on October 10, 1984.

On October 31, 1984, a memorandum of explanation and the survey instrument (see Appendix B) were sent to CSU campuses. Responses were requested by November 30, 1984.

Information was assessed and the report was written during the month of December, 1984.

Review of Present Policies

Present California State University Policies

The California State University has two basic policies which require that all baccalaureate graduates receive explicit education about the cultural and historical experience and the contributions of ethnic groups: (a) a policy concerning courses which fulfill the Title 5 requirement in U.S. History, Constitution and American Ideals and, (b) the policy concerning courses which fulfill the General Education Breadth requirements for graduation. In addition to these requirements, the CSU and its campuses support a wide range of activities, programs, and courses which offer opportunities for

students to gain understanding of other cultures, ethnic groups, and racial groups.

(a) U.S. History, Constitution and American Ideals

California Administrative Code, Title 5, section 40404 (see Appendix C), requires that students shall demonstrate (through course work or examination) competence in "American history and American government including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under that Constitution, and the processes of state and local government."

The California State University has established a policy that instruction to meet this graduation requirement shall include "the role of major ethnic and social groups" and "the continuity of the American experience and its derivation from other cultures" (see Appendix D: Chancellor's Executive Order Number 405).

(b) General Education Requirements

California Administrative Code, Title 5, section 40405 (see Appendix E) sets General Education-Breadth requirements for all baccalaureate

graduates of the California State University.

The California State University has established a policy that all courses which meet these requirements "should recognize the contributions to knowledge and civilization that have been made by members of various cultural groups and by women" (see Appendix F: Chancellor's Executive Order 338).

c) Enrichment programs, activities, and courses beyond graduation requirements

In addition to these policies which establish requirements that baccalaureate graduates have specific instruction about the contributions of ethnic minorities and women, The California State University encourages programs and activities which will promote greater ethnic awareness and understanding and has developed a system of academic program improvement grants to encourage the development of courses and curricula which incorporate information about the contributions of women and cultural, ethnic, and racial groups.

Since 1981, The California State University has provided Academic Program Improvement grants to improve the cross-cultural content of campus curricula. The call for proposals issued in 1981 indicated that:

> This category [of Academic Program Improvement grants] emphasizes the development of multidisciplinary programs to increase students' cross-cultural understanding and knowledge of both domestic and international peoples. In this category faculty might address innovative approaches to team teaching or cooperative curriculum development for courses that serve large numbers of students in order to provide them with new ways of looking at our rapidly shrinking world. For example, projects might address the contributions of different cultures to American society as a means both of broadening students' cultural base and helping them to understand the diverse viewpoints of people in other countries.
>
> Projects with a more narrow focus could deal with innovative ways to design course complements that utilize elements of foreign language or ethnic studies curricula to help bridge the gap between the university and the multinational world of business and the professions.

Campuses have indicated that much is being accomplished under these grants (Appendix Y lists grants since 1981).

Survey of campuses

In three recent surveys (a January 1983 survey of general education programs; an April 1984 survey in response to a Legislative Inquiry about ethnic studies courses; and a November 1984 survey in response to ACR 71), the Chancellor's Office has inquired about the campus implementation of these policies.

a) Questions posed

The questions which were posed by these surveys and which are relevant to the present report are:

Question #1: Which campuses require ethnic and/or women's studies courses for general studies, how many units are required, and how many other departments have courses that satisfy these requirements?

(Campuses were provided an opportunity to update their responses to this question which was originally posed last Spring in response to an earlier legislative inquiry.)

Campus responses are provided in Appendix G.

Question #2: In what particular ways is the campus addressing contributions of minority groups and women? To what degree does this approach insure exposure by all students?

(Campuses were provided an opportunity to review and update their responses to an earlier inquiry of January, 1984, seeking information on General Studies programs.)

Campus responses are provided in Appendix H.

Question #3: What policies or procedures does your campus have in place to assure that the "histories, cultures, roles, and contributions of...[minority racial and] ethnic groups in the development of California and the nation" are appropriately treated in courses which meet the American Institutions Requirements of Title 5, section 40404 and Executive Order 405?

Campus responses are provided in Appendix I.

Question #4: What policies or procedures does your campus have in place to assure that the "histories, cultures, roles, and contributions of...[minority racial and] ethnic groups in the development of California and the nation" meet the General Education requirements of sections IV. A. through IV. E. of Executive Order 338?

Campus responses are provided in Appendix J.

Along with these questions, campuses were asked to provide additional information that might be useful in providing a comprehensive response to ACR 71. The requests for this information were formulated as follows:

Supplementary request A:

> In addition to material responding to questions...above, you may have some specific courses, programs, activities, or units which bear on the purpose of ACR 71; please supply material in relation to these which might be helpfully covered in our response to ACR 71.

Campus responses are summarized in Appendix K.

Supplementary request B:

> What changes are being considered and what developments are underway on your campus which will affect education about the "histories, cultures, roles, and contributions of ... [minority racial and] ethnic groups in the development of California and the nation" for all your graduates?

Campus responses are summarized in Appendix L.

b) Campus compliance with U.S. History, Constitution and American Ideals policy

Campuses have indicated that policy requiring instruction in the contributions of ethnic and cultural minorities and women in courses fulfilling the U.S. History, Constitution and American Ideals requirement is known and complied with and that the faculty efforts to include coverage of ethnic minorities and women has been conscientious. Several campuses indicate that campus, college, or department policies reiterate or emphasize system policy. Among the

implementation procedures which campuses mention in connection with this policy are: curriculum committees or other committees review all courses which meet this policy in order to insure compliance; regular communication with the departments offering such courses in order to assure due attention to the policy; regular meetings of faculty who teach the courses to discuss coverage; regular review of syllabi by departmental faculty; regular circulation of information about the requirement; and briefing of all new faculty about the policy.

The list of specific courses which fulfill the CSU American Institutions and Ideals requirements (Executive Order 405 and Title 5, section 40404) is provided as Appendix M.

c) Campus compliance with General Education Breadth policy

Campuses indicated that this policy is known and complied with in their instruction in the General Education-Breadth program, and that the faculty efforts to include coverage of minorities and women has been conscientious. Several campuses indicate that campus, college, or department policies reiterate or emphasize system policy. Among the procedures which campuses mention in connection with this policy are: campus-wide General Education Committee or other committees

review all courses which meet this policy in order to insure compliance; specific required sections of the campus General Education program dealing with other cultures and women studies; requirements in American ethnic heritage; requirements in cultural contributions of ethnic and minority groups; regular communication with the departments offering such courses in order to assure due attention to the policy; regular meetings of faculty who teach the courses to discuss coverage; regular review of syllabi by departmental faculty; regular circulation of information about the requirement; briefing of all new faculty about the policy. Some campuses indicate that campus policies have been adopted which specifically require that students take specific ethnic studies, cross cultural, or other courses dealing with the contributions of women and minorities as part of their General Education Breadth requirements (in addition to the CSU requirements in the areas of General Education Breadth and American Constitution, Institutions, and Ideals).

The list of specific courses which meet the General Education Breadth requirements (Executive Order 338 and Title 5, section 40405) and which are relevant to this review is provided as Appendix N.

d) Programs and activities beyond the requirements of policy

As indicated above, The California State University encourages programs and activities which promote greater ethnic awareness and understanding beyond the requirements for specific instruction prior to award of the baccalaureate degree.

Campuses indicated that they have women studies and ethnic studies (e.g. Black Studies, Chicano Studies, Native American Studies) courses, programs, or centers and that annual celebrations are held of Black Studies Month and Cinco de Mayo (see Appendix K). Campuses also indicated that there are regularly scheduled historical, artistic, and cultural events focusing on ethnic and cultural groups. Some campuses indicate that museum, institute, and other exhibits regularly display materials relevant to multicultural and multiethnic understanding. Most campuses indicate that they have a wide variety of student organizations which deal with cultural and ethnic matters and which support programs and activities in these areas.

In addition, some campuses have rather ambitious projects of curricular reform underway which are designed to introduce cross cultural and ethnic perspectives into the university curriculum. Some campuses have developed programs of student advising or student involvement which

should help develop awareness of the roles, contributions, and cultures of various groups.

e) Plans, changes underway, and changes under consideration

The projects and grants to introduce cross cultural and ethnic coverage into the curriculum which have been mentioned above are, of course, going to lead to proposed changes. In addition, some campuses note that continuing examination of their general education programs and other curricular reviews show promise of proposals and evolutions which will strengthen cross cultural and ethnic perspectives. Among the explicit changes under consideration which campuses mentioned are: adding a requirement that students enroll in a course focusing on a minority ethnic or racial group; including a requirement for enrollment in a course focusing on a minority ethnic or racial group for certain majors; adopting specific methods for further infusion of ethnic minority and women's issues into the campus curriculum; establishing specific ethnic and women's studies centers; efforts under the Chancellor's Office Academic Program Improvement grants to introduce cross-cultural perspectives into the curriculum; developing a program of faculty advisors for minority students; and the development of new and additional courses.

Consideration of Need for Change

On the basis of these surveys it seems that there is no apparent need for new Board of Trustee policies or procedures.

Summary of current situation

The CSU policy adopted by the Board and implemented by Chancellor's Executive Orders seems well designed and understood by campuses. An important aspect of the policies presently in force are that they go further than simply making courses or activities available for voluntary selection by such students as may be interested--the policies set out requirements which attempt to insure that every graduate will have had meaningful exposure to multicultural and multiethnic realities, contributions, and perspectives. All indications are that the campuses understand the policies, implement them conscientiously, and frequently strengthen and expand them by additional campus policies and procedures. In addition, The California State University and the campuses support programs, courses, and activities which allow students to expand their understanding beyond that which is required of all students prior to graduation; and have programs to develop additional cross-cultural, multiethnic, and women's perspectives in the curriculum.

Assessment of need for change

Although there does not seem to be a need for new system-wide policies, modification of campus policies, procedures, and programs might strengthen efforts on some of the campuses. As is to be expected, some campuses have developed campus policies, procedures, courses, programs, or activities which have not been developed on all other campuses. It is also true that some campuses have developed mechanisms for monitoring the details of efforts which other campuses have not utilized. Similarly, not all campuses have developed the same kinds of enrichment beyond the graduation requirements. It is likely that sharing among the campuses the information gleaned in this review will lead to adoption of new programs or activities on some of the campuses.

Fiscal implications of additional policies or programs

It is virtually impossible to assess the fiscal implications of adoption of new policies or programs in the absence of clear need for specific new policies or programs. It is also difficult to assess the fiscal implications of the adoption on one campus of policies, programs, or procedures of some other campus, because the cost would depend upon which specific idea from some other campus

was newly adopted by a campus. It is probably a fair assumption that since the activities have been developed within the basic budget available to a given campus they could be adopted by another campus within the basic budget there available (and the principle cost would be one of deferred opportunities in some other area).

If the California State University were contemplating new system-wide course or program requirements, the deferral of other programmatic opportunities might be a serious or costly problem and it is possible to estimate the cost of new curricular requirements for which we do not presently have the faculty or support funding. Fortunately, there does not seem to be the need for this kind of new requirements, and therefore new costs or very costly redirection of effort do not seem to be the question so much as careful monitoring of the implementation of policies which have already been promulgated.

Conclusion

The California State University has imposed graduation requirements that students be exposed systematically to the history and contributions of women and ethnic and cultural groups. This is a

policy of requirements rather than voluntary enrichment, although it is accompanied by active encouragement of voluntary enrichment opportunities. The chief problems facing the CSU in the future will be to monitor implementation and compliance with the policy rather than to adopt new policy. The survey of campuses indicates that in general the policies are understood and conscientiously implemented. On the other hand, there are some indications that implementation of policy can be improved on some of the campuses and the Chancellor's Office will take steps to emphasize the ways in which the implementation and monitoring of policy can be strengthened.

As distinct from the policy of graduation requirements, it is clear that many, many enrichment activities are being supported on the campuses and that these vary from campus to campus. The Chancellor's Office will endeavor to share the information of the various enrichment activities so that campuses may benefit from the experience and creativeness of one another. This attempt to share information and encourage expansion of activities does not seem to have critical fiscal implications. It is clear that the CSU and its separate campuses could use additional support in these activities; but it does not seem that appropriate purposes in this area of concern are being neglected because of the relatively low level of system or campus funding.

PART FOUR

ETHNIC STUDIES, POLICIES, AND PROGRAMS

A Response to Assembly Concurrent Resolution 71
by the Board of Governors of the California Community Colleges

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Board of Governors of the
California Community Colleges
January 24-25, 1985

Item 3

Title: Ethnic Studies, Policies, and Programs: A Response to Assembly Concurrent Resolution 71

Staff Presentation: Allan Petersen, Administrator
Rita Cepeda, Specialist
Program Evaluation and Approval

Summary

In 1983, Assembly Bill 383 (Hughes-Ethnic Studies) was introduced in the Legislature. This bill would have mandated the addition of ethnic studies to the general education requirements for the Associate or Baccalaureate degrees. AB 383 was defeated, but the Legislature, as a compromise, adopted Assembly Concurrent Resolution 71. ACR 71 requests California's three public segments of higher education to review those policies and programs which are aimed at ensuring that all graduates "possess an understanding and awareness of non-white ethnic groups"; to consider adopting necessary policies to ensure that goal; and to file a report with the California Postsecondary Education Commission by January 1, 1985. The Commission in turn, is to submit a consolidated report to the Legislature by April 15, 1985.

This item reviews existing ethnic studies programs and policies which conform to the guidelines of ACR 71, provides a summary of fiscal support sources for such offerings and suggests areas in which Board policy may be needed to address any deficiencies. The item also suggests three policy options for Board consideration; Option 1 recommends a maintenance of effort by citing existing minimum standards in Title 5 and the Education Code which already meet ACR 71 concerns; Option 2 proposes the adoption of added regulations which would mandate ethnic studies as a requirement for the associate degree; Option 3 is the option recommended by staff. It recommends that in addition to minimum standards and current practices, local colleges should be encouraged to adopt/adapt exemplary practices into the college's educational plan.

Recommended Action

The Educational Policy Committee should consider the three policy options described by staff in Section IV of this item and recommend Option 3 for adoption by the full Board. In addition, it is recommended that the Board adopt this report for submittal to the California Postsecondary Education Commission in compliance with ACR 71 (Resolution, Chapter 67, Statutes of 1984).

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Board Action No. 850103

Board of Governors of the
California Community Colleges

ETHNIC STUDIES, POLICIES, AND PROGRAMS:
A RESPONSE TO ASSEMBLY CONCURRENT RESOLUTION 71

The Board of Governors adopted the recommended Option 3 calling for the maintenance of minimum requirements and agreeing to exercise their leadership by sharing exemplary practices with all colleges, encouraging local boards to consider adopting/adapting new or additional policies. Actual models will be disseminated by staff supplemented by practices which are designed to minimize fiscal implications. In addition, this report is to be submitted to the California Postsecondary Eduation Commission in compliance with ACR 71 (Resolution, Chapter 67, Statutes of 1984).

Certified Adopted: January 25, 1985

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BACKGROUND

Ethnic Studies requirements and curriculum practices which foster awareness about the contributions of ethnic minorities are not recent. The Civil Rights Act of 1964 is often singled out as the cornerstone for many of the subsequent reforms which impacted all aspects of American life including the world of work education, social and health services. While there had been previous efforts in academia and other fields to address the issue of a multiethnic/multicultural society, concerted efforts to integrate these concepts into core curriculum offerings did not begin in earnest until the early 1960's. To date, much has happened to make educators, government officials and businessmen aware of the need to understand and capitalize on the assets provided by a pluralistic society. Social scientists have published a great deal about the concept of cultural pluralism, a perspective which has partially replaced the concept of assimilationism. Pluralism is likened to a mosaic of distinct pieces all of which form a large and united pattern. Assimilationism is compared to the "melting pot" idea in which various ingredients combine and loose their differences becoming another but homogenous whole.

The melting pot concept advanced in the early 1900's and 1920's has not accurately described what has taken place. Social scientists studying the texture of the American social pattern, through an examination of the patterns of immigration, have found that the concept of pluralism is a better description of the social integration of immigrants into the United States. Pluralism refers to the existence within a nation, of groups distinctive in ethnic origin, religion or cultural patterns all of which are united by a shared economic, political and philosophical perspective -- life, liberty and the pursuit of happiness.

Ethnic Studies

The mid-sixties to the mid-seventies was a period during which ethnic studies departments flourished in many colleges and universities. Ethnic studies became a recognized major and curriculum programs were developed. Black Studies and Chicano Studies were the largest programs which developed in California. The emergence of these programs brought about constant debate as to the place of these specialized curriculum offerings within the general education or core curriculum plan of the institution. The central question was -- should ethnic studies be offered as a separate discipline or should it become an interdisciplinary part of all social science offerings?

In the last 20 years ethnic studies pedagogy has not been the only curriculum or educational reform issue to be at the center of academic controversy. Degree requirements at all three segments of higher education have changed, general education has been defined and redefined and student underpreparedness has forced a serious reexamination of education.

The avenues for reform have been many -- these range from voluntary joint academic senate agreements which detail expectations about the requisites for undergraduate preparation; to the adoption of legislative

mandates. An example of this last point is the recent legislative mandate to review the California Master Plan for Higher Education. It is not surprising, therefore, that the debate over the role and function of ethnic studies should also have encouraged a legislative solution.

In 1983, Assemblywoman Teresa Hughes introduced AB 383 that would have mandated the addition of ethnic studies as a general education requirement for the associate or baccalaureate degree. The bill met with opposition from all three segments of postsecondary education, particularly from faculty who perceived this action as an infringement on their academic and professional responsibility for determining instructional programs. While AB 383 was not passed by the Legislature, there was recognition of the importance of the issue under discussion as demonstrated by the adoption of ACR 71.

Outside the legislative arena the question about the role of ethnic studies has been debated by all segments of higher education and various approaches have been taken by faculty in response to this issue. The California State University has an established graduation requirement entitled "American Institution and Ideas" while the University of California has a similar requirement called "American History and Institutions." Both these requirements include offerings which respond to the concerns expressed in ACR 71. Likewise, community colleges have also responded to ethnic studies concerns. During 1969, the Board of Governors adopted a resolution urging community colleges to offer ethnic studies programs to all students. Subsequently, regulations were established in Title 5, Section 55806, which requires that ethnic studies be offered in at least one of the general education requirement areas for the associate degree. In addition, provisions were established in the Education Code, Section 78202 which mandate that the course of study in the social sciences must inlcude instruction pertaining to "the role, participation, and contribution of Black Americans, American Indians, Mexicans, persons of oriental extraction, and other ethnic groups to the economic, political, and social development of California and the United States of America."

REQUIREMENTS OF ACR 71

Assembly Concurrent Resolution 71 (Res., Ch. 67/84) requested the University of California, California State Universities and California Community Colleges do the following:

1) Review policies and programs "concerning the nature and extent of courses which examine the experiences of nonwhite ethnic groups which have been excluded from the core curriculum";

2) To "consider the adoption of necessary policies and programs to ensure that all graduates with associate or baccalaureate degrees possess an understanding and awareness of nonwhite ethnic groups";

3) Consider the fiscal implications of adopting additional policies and programs paying particular attention to those campuses which have

already implemented additional policies and programs in this area and;

4) To report to the California Postsecondary Education Commission (CPEC) by January 1, 1985, on the actions taken by each governing board.

CPEC is also required to submit a subsequent consolidated report, in addition to a review and oral comment regarding the report, to the Legislature by April 1, 1985.

In order to comply with ACR 71, Chancellor's Office staff undertook the following activities:

1) Preparation and subsequent analysis of a statewide survey designed to ascertain information about course offerings, policies and fiscal implications (see Appendix A)

2) Consultation with CPEC staff assigned to the ACR 71 report.

3) Participation in three intersegmental meetings chaired by CPEC staff. The goal of these meetings was to share information about existing practices and agree on a common intersegmental reporting format to facilitate the consolidation of a final CPEC report.

The following section of this report responds to the requests of ACR 71 and is written in the agreed upon CPEC format, which recommended the inclusion of the following five sections:

1. Existing policies either systemwide or on individual campuses which respond to ACR 71.

2. Description of existing course offerings that provides both qualitative and quantitative data.

3. Description of non-instructional support service activities that advance crosscultural understanding (i.e., cultural centers, special exhibits and observances, etc.).

4. A statement concerning fiscal implications.

5. Proposed policies, programs, courses and other actions -- either systemwide or on individual campuses -- designed to promote the goal expressed in ACR 71.

SURVEY METHODOLOGY AND FINDINGS

On November 14, 1983, a preliminary communication was sent to Superintendents/Presidents describing the intent of ACR 71. A copy of the resolution was included as well as a survey designed to elicit the type of information necessary to comply with the legislative request. In addition, an operational definition of ethnic studies was provided. This was done

to provide a common conceptual framework due to the fact that ethnic studies were not uniformly defined across all community colleges.

Because of the ample lead time allowed by the early issuance of the first survey, staff was able to issue a follow-up survey to those colleges failing to respond initially. A 100% response rate has been achieved if two colleges which did not utilize the survey format in their response are included.

Summary of Findings

1. Existing Community College Ethnic Studies Policies

The ethnic studies survey asked a series of questions designed to ascertain the existence of any ethnic studies policies adopted by local boards, particularly any requirements linked with the associate degree. The responses provided under this category are as follows:

- All colleges cited their compliance with Administrative Code, Title 5, Section 55806, which establishes minimum requirements for the associate degree and includes a statement mandating that all colleges offer ethnic studies in at least one of the general education areas.

- There are twenty-one colleges which have an ethnic studies requirement for their associate degree. A list of these colleges follows:

Table 1

Colleges Requiring Ethnic Studies for
The Associate of Arts or Associate
of Science Degree

College of Alameda
Bakersfield College
Canada College
Cerro Coso College
De Anza College
Evergreen College
Feather River College
Foothill College
Indian Valley Colleges
Laney College
Merritt College
Merritt College
San Diego Educational Cultural Complex
San Diego City College
San Diego Mesa College
San Diego Miramar College
San Jose City College
Santa Ana College
Porterville College
Ventura College
Vista College

- Six colleges have adopted local polices which differed from the two types of policies stated above:

  El Camino College -- Established a specialized "Honors Program" in math and science in which the general education requirements are specifically prescribed and which include courses in cultural pluralism.

  Cerritos College -- Provided a Board-adopted statement of philosophy regarding bilingual/bicultural education supporting the need for these programs and establishing certificate, transfer and interdisciplinary educational options for their students.

  Fullerton College -- In 1983, their Board adopted a revised statement of educational philosophy for the college including a specific goal statement which is applicable to all their educational offerings. This statement notes the Boards' intent to "foster an appreciation of cultural heritage as illustrated in language, literature philosophy, and fine arts."

  Los Medanos College -- Provided a statement which describes their curriculum planning process for all courses. This plan includes nine criteria for courses seeking general education transfer status. One of these criteria includes the incorporation of pluralism as part of the course content.

  Moorpark College -- Has an added requirement, which is one of their general education areas, entitled Ethnic/Women's Studies Courses.

  Solano College -- Adopted a new Ethnic Studies program major with three options -- Afro-American, Mexican-American and Ethnic Studies Combinations.

In summary, all of the colleges comply with minimum standards related to the associate degree requirement concerning ethnic studies as set forth in Title 5, Section 55806. Twenty-three colleges have adopted additional policies for ethnic studies, and twenty of these require ethnic studies for the associate degree.

2. Ethnic Studies Course Offerings

   Survey responses yielded more than 807 different courses in 34 different instructional areas categorized by the colleges as meeting the criteria provided by the operational definition of ethnic studies provided with the survey. Several colleges objected to what was perceived as a very narrow conceptualization of ethnic studies in ACR 71. In most cases, the objection came because of the limitation to ethnic studies courses and policies which pertained to "non-white" groups only.

Despite the various objections and perceptions presented by several colleges, a very large listing of courses emerged. It became clear that a mere listing* of titles would not provide very significant information. It was decided, therefore, to group these various courses under major instructional disciplines and to determine the extent of offerings within each discipline. The following table illustrates the findings.

Table 2

COURSE OFFERINGS

INSTRUCTIONAL AREA	NUMBER OF COURSES OFFERED
Administration of Justice	2
Afro-American/Black Studies	56
Anthropology	37
Art	16
Asian Studies	14
Bilingual Secretarial Studies	6
Chicano/Mexican-Am/ Latin-Am. Studies	70
Chinese	30
Dance	3
Drama	5
Early Childhood Education	4
English/Literature	50
Ethnic Studies/ Multicultural Studies	69
Filipino	1
Geography	4
Health Sciences	2
History	205
Home Economics	1
Humanities	11
Japanese	7
Jewish Studies	5
Music	15
Native American Studies	24
Nursing	6
Philosophy	2
Physical Education	2
Political Science	13
Psychology	19
Social Science/Sociology	78
Spanish	42
Swahili	4
Urban Studies	1
Women's Studies	3
TOTAL	807

* A course-by-course listing is on file at the Chancellor's Office for reference upon request.

It is important to note that the determination of the subject area under which a course was categorized was determined by the college. These were later aggregated into similar instructional areas by staff. Nevertheless, the aggregate totals demonstrate an impressive array and number of courses which are deemed by the colleges as meeting the intent of ACR 71. Listed in order of priority, the top ten instructional areas offering courses which fostered awareness of non-White ethnic minorities include:

1. History
2. Sociology/Social Services
3. Mexican-American/Chicano Studies
4. Ethnic/Multicultural Studies
5. Afro-American/Black Studies
6. English Literature
7. Spanish
8. Anthropology
9. Chinese
10. Native American Studies

These ten areas accounted for 654 courses, or 81% of the total offerings.

3. Non-Instructional/Support Services Activities

In the preparation of the Ethnic Studies survey, staff referred back to ACR 71 and interpreted its requirements. Based on these requirements, a number of questions were drafted which inquired about policies, programs and courses offered by the colleges which met the intent of ACR 71.

At the last meeting of the intersegmental representatives convened by CPEC (10/12/84), CPEC staff requested that individual segmental reports should also include a statement "in addition to formal courses," which described other college efforts to advance understanding of ethnic groups "including cultural centers, special exhibits and observances, exchange programs and other similar activities." While it was understood by CPEC staff that the community college survey had been issued and most colleges had already responded, it was agreed that those portions of the survey which lend themselves to answering this question would be utilized. For example, questions regarding additional policies or policies for future considerations could be scanned. In addition, systemwide policies or regulations would be noted.

Survey Findings

A review of all survey responses did not note any specific noninstructional practices outside curricular requirements. However, all colleges do comply with regulations set forth in the Education Code which would foster ethnic awareness. Education Code Section 79027, establishes Black-American Day and E.C. Section 79027.5, commemorates the birth of Martin Luther King, Jr., and requires that suitable observances be made.

In addition, while Student Activities Centers, Student Affairs Offices and other student life organizations are not mandated by statute, nearly all colleges make such provisions. It is these student related services that sponsor a myriad of activities which celebrate and commemorate ethnic related events and ethnic heritage weeks.

4. Fiscal Implications

Colleges were asked to estimate the costs of implementing new or additional policies which would comply with the intent of ACR 71. Responses provided may be categorized in basic groupings.

a) Negligible Costs - Twenty-four of the 106 respondents indicated that costs would be minimal. Most of the respondents in this category have policies in place which require ethnic studies for the associate degree.

b) Moderate Costs - Fourteen Colleges responded in this category. The cost factors included in their estimations were based on indirect course support costs excluding faculty salaries. These colleges felt they could accommodate additional course sections with existing faculty.

c) Significant Costs - Thirteen colleges indicated that the costs of a mandated requirement in ethnic studies would range between $20,000 and $90,000 with an average of $35,000. The range provided is due to a number of factors including salary range for a given college, size of student body and other variables. It is clear, in this case, that colleges felt an added requirement could not be accommodated within existing resources but would require added staff.

d) Unknown Cost - Twenty-five of the respondents either failed to provide an answer or indicated that costs would be unknown depending on the type and extent of the proposed new policy. Five of the colleges responding under the Unknown Cost category indicated that in the event of a mandated ethnic studies requirement, college administration would have no choice but to cancel other existing courses. Respondents in this case cited budget constraints, enrollment caps and expected budget decreases resulting from lower enrollment figures.

PROPOSED POLICIES AND RECOMMENDATIONS

The final section of the recommended CPEC format for this report addresses the issues, recommendations, and/or proposed policies. A review of proposed policies at the campus level is provided as well as a section describing a number of policy recommendations for Board consideration.

Local Policies

The majority of the respondents indicated that no additional policies were being considered by their local boards. Most colleges included an attached correspondence to their surveys and noted that they already complied with statewide minimum requirements under Title 5, Section 55806. Other comments provided by respondents reiterated their concern with the narrow perception exemplified by ACR 71. While they did not take issue with the intent of the resolution, they seriously questioned the means to achieve this intent on two accounts: first, it was stated that the Legislature should not dictate curriculum; and second, this particular dictate (i.e., an ethnic studies requirement) would not assure that the intent of the law would be met. In other words, a three-unit course would not automatically result in increased awareness about ethnic minorities.

Only one college, Cerro Coso, was considering new policies in this area. It will add ethnic studies as a requirement for the associate degree. In addition, there were suggestions about an alternative approach to achieve the intent of ACR 71, namely, to include the concept of cultural pluralism within the content of existing courses. As indicated earlier, Los Medanos has institutionalized this practice in two ways:

1) The concept of pluralism is clearly articulated in the college's educational plan and is integrated as one of nine criteria for course approval in each of their six general education instructional areas which include:

   -- Behavioral Science
   -- Social Science
   -- Biological Science
   -- Physical Science
   -- Language Arts
   -- Humanistic Studies

2) Staff Inservice - The concept of cultural pluralism has been thoroughly reviewed by Los Medanos College professional staff. Samples of their staff development program were submitted which exemplified both the process and content of their inservice program on cultural pluralism. These traning sessions have resulted in the development of a specific criterion about pluralism and additional narrative expansions designed to facilitate the inclusion of this concept in all areas of instruction.

The approach at Los Medanos college is working very well and the integration of the concept of pluralism has been done successfully in a range of courses from Principles of Cellular Biology to Ecology, from General Psychology to Mass Communication, and from Literature to Composition of the United States History (see Appendix B for examples).

Statewide Policy Options for Board Consideration

Given the range of responses provided by the colleges to the Ethnic Studies Survey and the responsibility of the Board of Governors to respond to the legislative resolution, any one or any combination of the following policy recommendations would serve to comply with ACR 71.

Option 1

Submit report to CPEC indicating existing minimum requirements under Title 5, Section 55806 which states that Ethnic Studies must be offered in at least one of the general studies areas required for the associate degree.

Advantages

-- No fiscal implications.

-- No needed change in regulations.

-- Provides students with more flexibility by allowing them the opportunity to choose ethnic studies voluntarily, not as a mandate.

Disadvantages

-- The permissive nature of existing regulations under Title 5, Section 55806, have not proven a sufficient incentive for students to enroll in ethnic studies courses. Most courses which are offered at the beginning of the semester are subsequently cancelled because of low enrollment.

-- Given the minimum requirement in Title 5, most colleges consider that their educational responsibilities have been met and do not have any incentive to adopt additional policies.

Option 2

Change the permissive language in Title 5, Section 55806, and make ethnic studies a requirement for the associate degree.

Advantages

-- An ethnic studies requirement would establish uniform practice across the state and would ensure that all students seeking an associate degree would have some degree of exposure.

-- Given the survey responses to fiscal implications, the great majority of colleges may be able to accommodate this mandate with existing faculty. The costs to most colleges would be moderate (i.e., $2,000 to $4,000).

-- This option would be the one closest to agreement with the language in ACR 71.

Disadvantages

-- Faculty opposition to legislated or mandated curriculum should by expected.

-- An ethnic studies course will not guarantee increased ethnic awareness, particularly if its content does not address multicultural or crosscultural concerns.

-- Mandating a specific course may be a disincentive to other approaches seeking to integrate ethnic studies concepts into the general education curriculum.

Option 3

Maintain minimum requirements and exercise leadership by sharing exemplary practices with all colleges encouraging local boards to consider adopting/adapting new or additional policies. Actual models could be supplemented by a proposed model designed to minimize fiscal implications.

Advantages

-- Would allow for local flexibility.

-- Would showcase those colleges with successful practices.

-- Would better serve to integrate Ethnic Studies and the concept of pluralism across the curriculum.

-- Would provide students' choice and scheduling flexibility.

Disadvantages

-- If the requirement is not a mandate, some colleges may choose not to consider any modifications to what currently exists.

-- Would entail a longer implementation process than the other two options.

-- May require greater Chancellor's Office support and increased staff time for the provision of technical assistance and field consultation.

As indicated initially, all three options would serve to comply with Board of Governors responsibilities in response to a legislative resolution. An analysis of ACR 71 by staff indicates that the resolution itself may not be the best means to increased awareness by students and faculty. Staff concurs with field observations that a three-unit course is not the best solution to the problem. Lastly, given

the survey results, a history of local control and intersegmental discussions on this issue, staff recommends the adoption of Option 3 as the one option which is more likely to yield significant and integrated changes across the curriculum.

Assembly Concurrent Resolution No. 71

RESOLUTION CHAPTER 67

Assembly Concurrent Resolution No. 71—Relative to postsecondary education awareness of nonwhite ethnic groups.

[Filed with Secretary of State July 6, 1984.]

LEGISLATIVE COUNSEL'S DIGEST

ACR 71, Hughes. Nonwhite ethnic groups: postsecondary education.

This measure would request the Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges to review their policies and programs concerning the nature and extent of courses examining the cultural and historical experiences of those nonwhite ethnic groups which have been excluded from the core curriculum; to consider adopting necessary policies and programs to ensure that all graduates with associate of arts and baccalaureate degrees possess an understanding and awareness of nonwhite ethnic groups; and to file a report with the California Postsecondary Education Commission by January 1, 1985, on actions taken by these governing bodies in response to this measure. This measure would also request the commission to submit a report in addition to a review and oral comment regarding the report, to the Legislature by April 1, 1985.

WHEREAS, California is increasingly a multiethnic state whose citizens represent a diverse and rich array of backgrounds; and

WHEREAS, By the turn of the century, the majority of California's population could be from nonwhite ethnic groups; and

WHEREAS, Racial prejudice and oppression have historically stemmed from misunderstandings and from a lack of knowledge of other peoples; and

WHEREAS, These misunderstandings tend to promote existing misconceptions and stereotypical characterizations of nonwhite ethnic groups, which in turn, lead to future patterns of discrimination; and

WHEREAS, These misconceptions and stereotypical characterizations have played a role in denying nonwhite ethnic groups their basic civil rights; and

WHEREAS, The various racial ethnic groups have made vast contributions to the development of California and the nation; and

WHEREAS, Ethnic studies courses serve to cultivate an understanding of, and an appreciation for, these peoples, their contributions, their cultures, and their aspirations; now, therefore, be it

Resolved, by the Assembly of the State of California, the Senate thereof concurring, That the Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges review respective system and campus policies and programs concerning the nature and extent of course offerings which examine the cultural and historical experiences of those nonwhite ethnic groups that have traditionally been excluded from the core curriculum; and be it further

Resolved, That the regents, the trustees, and the board of governors consider adoption of additional policies and programs, as necessary, to ensure that all graduates with associate of arts or baccalaureate degrees possess an understanding of the histories, cultures, roles, and contributions of nonwhite ethnic groups in the development of California and the nation; and be it further

Resolved, That the regents, the trustees, and the board of governors consider the fiscal implications of adopting additional policies and programs to promote greater ethnic awareness and understanding, paying particular attention to those campuses which have already implemented additional policies and requirements in this area; and be it further

Resolved, That each segment report on actions taken in response to this resolution to the California Postsecondary Education Commission by January 1, 1985; and be it further

Resolved, That the commission, in turn, submit a consolidated report, in addition to a review and oral comment regarding the report, to the Legislature by April 1, 1985; and be it further

Resolved, That the Chief Clerk of the Assembly transmit a copy of this resolution to the Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

A state agency created in 1974 to assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs through statewide planning and coordination.

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